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ABSTRACT

Proceedings of the Pacific Region Educational Laboratory's (PREL) 9th Annual Pacific Educational Conference, held August 3-5, 1992, in Pago Pago, American Samoa are evaluated in this document. Data were collected from an overall conference evaluation survey, individual workshop surveys, workshop program information, anecdotal information, and presenter feedback. The report consists of four major sections: an introduction, evaluation design and procedures, findings, and commendations and recommendations. Information is presented on presenter and workshop characteristics, attendance, ratings, suggestions for improvement, impact, and participants' comments. Ninety-five percent of the 800 participants were from PREL's designated Pacific region, and the overall conference and individual workshop ratings were predominantly good to excellent. Eight tables and two figures are included. (LMI)

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9th Annual

PACIFIC EDUCATIONAL CONFERENCE

The Pacific Child: Investing in the Future
August 3 - 5, 1992
Hosted by: The Department of Education
Pago Pago, American Samoa

Conference Evaluation

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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October 1992

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EXECUTIVE SUMMARY

The Pacific Region Educational Laboratory's (PREL) 9th Annual Pacific Educational Conference, held August 3 through 5, 1992 in Pago Pago, in collaboration with American Samoa and the Department of Education, was the largest and most highly-attended conference yet with more than 800 participants and 136 workshops over the course of three days. Nationally and internationally recognized keynote and guest speakers, including Dr. John T. MacDonald, U.S. Department of Education; the Honorable Fiame Naomi Mata'afa, Member of Parliament and Minister of Education, Western Samoa; and Dr. David C. Berliner, Arizona State University, addressed the general sessions.

Ninety-five percent (95%) of all participants were from PREL's designated Pacific region. Workshop attendance ranged from 1 to 60 in each presentation. Of the 136 workshops, 61% dealt with topics related to school curricula, teaching methods, and assessment. Twenty percent (20%) related to institutional development and/or educational leadership; 10% to partnerships and networking; and the remainder (9%) were health-related topics. Workshop ratings were predominantly good to excellent.

The conference overall was also rated good to excellent by 95% of those who responded to the end-of-conference evaluation. When participants were asked how they will use the new knowledge and skills acquired at the conference, they overwhelmingly said: sharing ideas, materials, and techniques with teachers, colleagues, staff, administrators, and local leaders; and implementing new methods and techniques in their own classrooms.

Commendations were many including:

- broad range of topics providing a variety of skills training and enrichment experiences
- forum in which to exchange knowledge of successes and failures to facilitate better informed decisions for the future
- opportunity for many service providers to meet and network
- opportunity for collaboration among entities by sponsorship and co-presentations

Recommendations centered on three general topics:

- timing and scheduling should be adjusted to limit the number of workshops per session, to spread out workshops on similar topics, and to stay on schedule
- communications should be enhanced by use of centrally-located message/bulletin boards; a literature table with extra workshop handouts; and a presenter information packet of local conditions, culture, and customs

- accommodation limitations should be clearly communicated at the time of conference registration

Participants had good ideas for future consideration including expanding the number of conference days to provide opportunities for special training sessions (such as the National Diffusion Network projects) and asking local parents and recent school graduates to participate in special workshops.

The conference evaluation report consists of four major sections: introduction, evaluation design and procedures, findings, and commendations and recommendations. The findings present information on presenter characteristics; workshop characteristics, attendance, and ratings; and conference ratings, suggested improvement, impact, and participants' comments.

Overall, workshop and conference ratings and comments indicate that the 9th Annual Pacific Educational Conference was a very positive experience for participants. Many of the suggestions for improvements can be incorporated into next year's conference planning to continue to provide opportunities for collaboration, learning, networking, and sharing among Pacific educators.

DEDICATION

This evaluation report of PREL's 9th Annual Pacific Educational Conference is dedicated to the memory of the late Lt. Governor and Paramount Chief Galea'i P. Poumele, whose untimely passing on July 27, 1992 saddened everyone. He was an ardent supporter of education. His legacy lives on as his children go forth as educators and administrators.

ACKNOWLEDGEMENTS

The 9th Annual Pacific Educational Conference was made possible through the efforts of many individuals and entities throughout the Pacific region. As the host entity, American Samoa--and most especially the Department of Education--accepted a tremendous responsibility and put forth a great effort to achieve a successful conference. In appreciation for their immeasurable conference and hospitality support, the Pacific Region Educational Laboratory (PREL) gratefully and respectfully acknowledges the following:

Governor and Mrs. Peter T. Coleman

Tuana'itau F. Tuia, Speaker of the House

Dr. Lealofi Uiagalelei, Director of Education

Dr. Lalo'ulu Tagoilelagi, Deputy Director, Personnel and Community Services

Dr. Logoleo Faleali'i, Deputy Director, Educational Services

Dr. Sili Sataua, Assistant Director, Curriculum and Instruction

Ms. Susan Yakutis, Department of Education

Dr. Claire Poumele, Assistant Director, Secondary

The Pavaiai community

The hard-working organizers and workers from the Department of Education

Numerous government agencies and companies that sponsored events and transportation and provided generous donations

All the presenters and participants, who make the effort rewarding

INTRODUCTION

The Pacific Region Educational Laboratory's (PREL) 9th Annual Pacific Educational Conference, "The Pacific Child: Investing in the Future," was held in Pago Pago, American Samoa from August 3 through 5, 1992. More than 800 people participated in the three-day conference packed full with welcoming speeches and remarks, general sessions, workshops, luncheon speakers, and cultural and entertainment events.

Keynote speakers for the opening general session were Dr. John T. MacDonald, Assistant Secretary for Elementary and Secondary Education, United States Department of Education, and Dr. David C. Berliner, nationally recognized educator and professor at Arizona State University. Guest speaker at the second general session was the Honorable Fiame Naomi Mata'afa, Member of Parliament and Minister of Education, Western Samoa. For synopses of their remarks and other conference events, see Pacific Education Updates (Vol. 4, No. 3, June-August 1992).

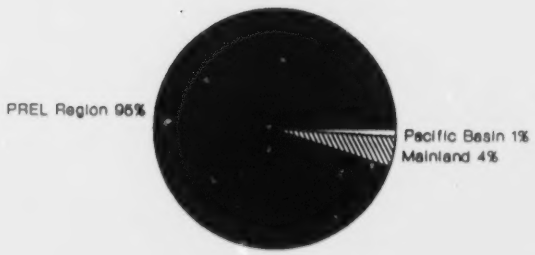
Table 1
Conference History

Year	Location	Participants	Workshops
1984	Guam	125	12
1985	CNMI	450	28
1986	American Samoa	500	50
1987	Pohnpei	550	60
1988	Guam	562	65
1989	Palau	633	70
1990	Hawaii	600	94
1991	Republic of the Marshall Islands	500	109
1992	America Samoa	800	136

From its inception in 1984, PREL's Annual Pacific Educational Conference has grown in many dimensions. The number of participants has grown so rapidly that the capacity of the host entity to provide accommodations for all of the potential participants is certainly challenged. Innovation and flexibility have become a necessity.

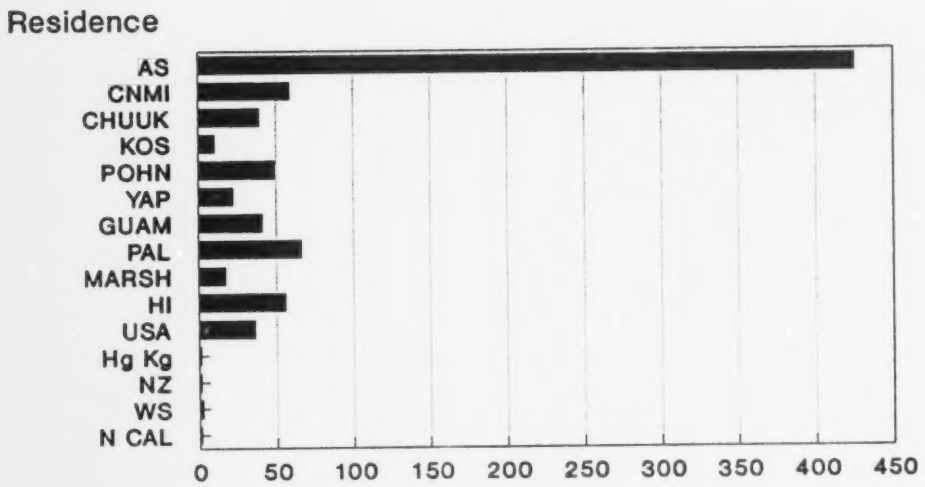
According to pre-registration records from the 1992 conference, 95% of all participants were from PREL's Pacific region. Another 1% were from other Pacific nations and the remainder (4%) came from the U.S. mainland.

Figure 1
Conference Attendance



As would be expected, the largest single group was the representatives from American Samoa (425). Palau (66) and CNMI (59) delegations were second and third in numbers of participants.

Figure 2
Attendance Data
1992 PREL Conference



Similarly, at the 8th Annual Pacific Educational Conference held in Majuro, Republic of the Marshall Islands, the largest single group of participants was from the Marshall Islands (236) followed by Pohnpei (42) and then Chuuk (26). In that year, however, there were a large number of participants (62) whose home entity was not specified.

CONFERENCE EVALUATION DESIGN AND PROCEDURES

Data Sources

Data for the conference evaluation were collected from five primary sources:

1. Overall conference evaluation form

The overall conference evaluation form was administered during the closing session of the conference. Respondents were asked to rate conference organization, general sessions, and workshop sessions from "excellent to poor" (7-point ordinal scale). Two open-ended questions were included. One asked for suggested improvements for next year and a second asked how the knowledge and skills acquired at the conference might be used by respondents when they return to their jobs. Participants were also asked to rate the conference as a whole (7-point ordinal scale). A space for comments was provided.

A small form asking for limited demographic information related to entity, occupational affiliation, and title of occupation was attached to the conference evaluation.

2. Individual workshop evaluation form

All participants in each workshop were asked to complete a workshop evaluation form, rating five presentation areas on a 5-point ordinal scale. The areas rated were organization, clarity of workshop objectives, level of interest of the ideas and/or activities, and the scope of the workshop. In addition, participants were asked how beneficial the workshop might be to them. The last question rated the workshop overall. Space for comments was also provided.

3. Presenter feedback form

For the first time at the Pacific Educational Conference, presenters were asked to provide information on estimated attendance at their workshop and whether requested equipment was provided. Information about the presenters' history of past conference presentations, sponsorship, and workshop pre-screening was collected. Also they were asked why they volunteered to present the workshop and what suggestions they had for conference improvement.

4. Workshop program information

Workshop titles and abstracts as they appeared in the conference program provide information on workshop topics, school level for which it was geared, and some presenter information as well.

5. Anecdotal information and feedback

Throughout the many conference activities, participants and presenters met, networked, and traded stories, experiences, and impressions. Some of these data were captured as well.

In addition to these data collection activities, an alternate workshop evaluation form, which included open-ended questions rather than the standard scaled items, was tested in 14 workshops that were repeated at some time during the conference. Results of this secondary study will be compiled and reported as well.

On-Site Organization

The American Samoa Department of Education provided the personnel for a facilitator in every workshop. Each facilitator picked up the appropriate workshop evaluation envelopes from PREL, distributed them to participants, and then collected completed forms which were returned to PREL.

Data Entry and Analysis

All completed evaluation forms were entered into a data base for subsequent analysis. A summary of individual workshop feedback (ratings rounded to the nearest whole number), along with the original forms, was compiled and sent to each presenter for their use. In the case of multiple presenters, the presenter serving as contact person received the feedback.

FINDINGS

Presenter Characteristics

One hundred thirty-eight presenters (78%) responded to the presenter questionnaire. Of those responding, 45% indicated they had presented a workshop at a previous Pacific Educational Conference. More than one-fourth (26%) of them had presented at four or more annual PREL conferences. One presenter reported presenting at all nine of them! Fifty-five percent (55%) were first-time presenters.

Various departments of education sponsored the participation of 38% of the presenters. Fourteen percent (14%) came to the conference at their own expense. The remaining 46% who responded indicated sponsorship by organizations or federal programs or grants. A small number (2%) did not answer the question. Most presenters (84%) were provided with the appropriate equipment they had requested. In a couple of instances in which the equipment was not there at the beginning of the workshop, the presenters indicated that equipment was located immediately. Forty percent (40%) of the 105 workshops represented in these data were pre-screened prior to the conference.

Table 2
Sponsorship
(in percents)

Own Expense	14
DOEs	38
Organizations or Grants	46

n = 138 Missing Data 2%

Workshop Evaluation

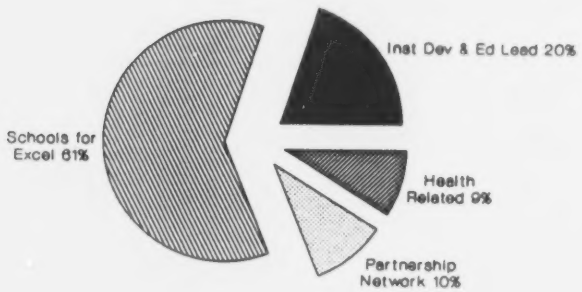
Workshop Characteristics

From workshop title and abstract information, all conference workshops were grouped according to broad priority need areas as specified by the PREL Board of Directors at the outset of the current Office of Educational Research and Improvement (OERI) contract. These need areas guide PREL's efforts to provide laboratory services in the Pacific region.

Workshop topics were distributed in topical areas consistent with the priority need areas defined by the PREL Board of Directors. The bulk of the 136 workshops (61%) dealt with topics directly related to goals, programs, and services addressed by PREL "schools for excellence" need area. This area includes school improvement related to content area classroom teaching strategies, materials and methods, and classroom assessment. Twenty percent (20%) related to the area of "institutional development" and/or "educational leadership" including such topics as research, staff and policy development, and issues on

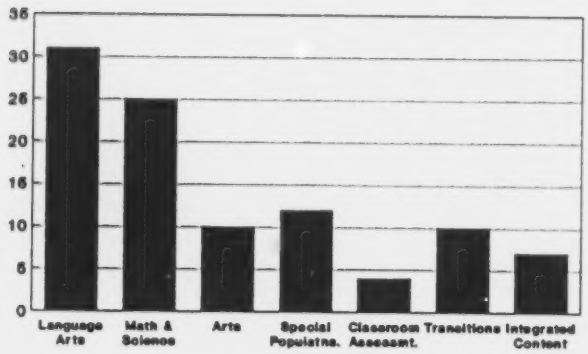
school reform. The remainder were distributed fairly evenly between "partnerships/networking" topics (10%) and "health-related" workshops (9%).

Figure 3
Priority Need Areas



It is even more interesting to look at the distribution of workshop topics that comprise the largest need area--"schools for excellence". Language arts (31%) had the highest number of workshops. Mathematics and science (either separately or integrated) were second, comprising 26% of all "schools for excellence" workshops. The "special populations" cate-

Figure 4
Schools for Excellence



gory (12%) represents a variety of programs or topics including early childhood, after-school programs, and programs for the disabled. Arts and transitions (from school to higher education or work, and career planning) were tied at 10% each. Integrating across content areas represented 7% of the "schools for excellence" workshops. The remaining 4% dealt with classroom assessment.

Combined Workshop Ratings

Across all workshops, ratings on all evaluation forms (1,903) were examined. The following table shows the distribution of ratings (in percents) across all categories or aspects considered in the evaluation. Participants rated all aspects of the workshops--organization, clarity of objectives, interest of ideas and activities, scope, and potential benefit--on a 5-point ordinal scale.

Table 3
Distribution of Workshop Ratings by Aspect
(in percents)

ASPECT	5	4	3	2	1
The organization was (Excellent - poor)	67	25	6	1	neg
The objectives were (Clearly evident - vague)	69	24	5	neg	neg
The quality was (Excellent - poor)	64	27	6	1	0
The ideas and activities were (Very interesting - dull)	69	22	7	1	neg
The scope (coverage) was (Very adequate - inadequate)	58	31	8	1	neg
What I learned should prove (Very beneficial - no benefit)	66	25	7	1	neg

n = 1630 Missing Data 1-2%
neg = negligible (at least one but less than 1%)

Five of the six aspects were rated as excellent, or the equivalent, by 64% to 69% of participants. Only scope or coverage of the workshop topic showed a lesser percentage (58%). Combining across categories, 89% to 93% of participants rated all workshop aspects as good to excellent (4 and 5). The same pattern of responses is maintained in the overall ratings as well as for the individual aspects of the workshops. Ninety-two percent (92%) of participants rated the workshops overall as good to excellent.

Table 4
Overall Workshop Ratings
(in percents)

OVERALL RATING	5	4	3	2	1
Overall, I consider this workshop (Excellent - poor)	68	24	6	1	neg

n = 1903 Missing Data 2%
neg = negligible (at least one but less than 1%)

Note: The number of participants for the aspect ratings was 1,630. Those participants using the alternate form for the forms study did not have the opportunity to rate these aspects. However, all workshop respondents (1,903) rated the workshops overall.

Workshop Attendance

Workshop attendance ranged from 1 to 60 persons in each presentation. The great diversity and large numbers of workshops within each session tended to make choices very difficult. It also resulted in reducing potential attendance in any one workshop simply because there were so many workshops conducted simultaneously.

The most highly-attended single workshop was "Teaching Activities for Language Knowledge" (TALK). TALK, a National Diffusion Network project based in Colorado, is designed to improve language skills in elementary children of all ability levels. Several workshops with consistent attendance in the 30s and 40s represent a particularly popular target population or topic--early childhood. Almost every early childhood related workshop that was offered falls into the high attendance group. At least four of the language arts workshops were also highly attended.

Individual Workshops

The following is a list of workshops by session, the attendance in each, the number of evaluation forms received, and the average overall rating for the workshop. The rating is from "excellent to poor" (on a 5-point ordinal scale) and the average has been rounded to the nearest whole number.

WORKSHOP EVALUATION SUMMARY

SESSION 1

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
1.*	A Videodisc Approach to Effective Instruction in Mathematics.	19	19	4
2.*	Decision-Making Math (DMM): A Program for Improving Students' Capabilities in Identifying, Analyzing, and Solving Problems.	22	16	5
3.	Environmental and Marine Science Education Networking: Curricula and Support Materials.	35	21	4
4.	How Will Fetal Alcohol and Drug Exposed (FADE) Children Affect Classrooms in the Year 2000?	37	26	5
5.	Emergent Literature - Mother Goose in the Pacific: A Read Aloud, Culturally Relevant Curriculum for Young Children in the Pacific.	20	16	5
6.*	Using Big Books to Include Students with Limited Skills in the Regular Classroom.	N/A	19	5
7.*	On the Way to SUCCESS in Reading and Writing.	N/A	30	5
8.	Teaching Activities for Language Knowledge (TALK).	60	24	5
10.	Using Creative Drama and Music to Teach Reading Appreciation.	14	13	4
11.	Drawing With Children.	9	8	5

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
12.	Preparing for College Success: Needs, Backgrounds, and Adjustment Skills; Adapting Support Programs for Pacific Islands Students at the University of Hawaii at Hilo.	N/A	13	5
14.*	Traveling Preschools: Mobile Early Education Programs for Young Children and Their Parents.	43	43	5
15.	Capitalizing on Personal Resources: The Power of Speaking Effectively.	32	32	5
16.	American Samoa 2000: Striving for Excellence in Education.	N/A	17	5
17.	Facilitating Educational Success through Developing Partnerships.	12	11	5
18.	Integrative Activities for Young Disabled Children and Their Pacific Island Peers.	N/A	10	5
19.	PREL R & D Status Report.	14	12	4
20.	Are We Measuring What We Truly Value? Transforming Student Assessment from the Inside Out.	23	22	4
21.	Short Wave Radio: A Tool for Integrating Curriculum.	N/A	4	5
23.	Networking for Close Up Teachers and Other Secondary Teachers in Social Studies.	11	9	4
24.	School Improvement Planning: What is it? Why do it? and How To Succeed!	29	28	4

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
25.	A Springboard for Children to Write Their Own Literature.	21	16	4

*Workshop repeated in another session.

N/A - Data not available.

Overall ratings for Session 1 workshops were consistently high. However, there were several comments from both presenters and participants indicating that because the opening session ran much longer than anticipated, it was difficult to present the material in the much abbreviated time period. Many felt rushed because of it. However, this problem did not seem to be expressed by lowering of overall workshop ratings.

Most last minute cancellations and room and schedule changes were handled smoothly by announcement in the opening session, distribution of a workshop cancellation list, and reiteration by workshop facilitators.

Luncheon keynote speakers were Mr. Abe Malae from the American Samoa Power Authority (at Soli and Mark's Restaurant) and at the Rainmaker Hotel, Mr. Vincent Haleck of the Chamber of Commerce.

SESSION 2

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
26.*	Decision-Making Math (DMM): A Program for Improving Students' Capabilities in Identifying, Analyzing, and Solving Problems.	9	8	5
27.	Let's Make Math Relevant for Our Youngsters.	19	16	5
28.*	Mathematics Case Discussions: Teachers Learning from Teachers.	7	6	4
29.	The George Washington High School of Guam Drug-Free Project Entitled STOP (Student Outreach Program).	12	9	4
30.	Children's Books: A Way into Science	22	21	5
31.	Get on the Big Book Bandwagon.	21	19	5
32.	Chuukese Legends for the Reading Program.	18	17	5
33.	Instructional Behaviors That Facilitate Second Language English Speaker Learning.	N/A	8	4
35.	Developing a Performance Assessment System: Keeping Teachers at the Core.	18	16	5
36.	Island Culture in Modern Education: Integration of Cultural Values in the Educational School System.	32	22	4

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
38.	What High School Students, Teachers, Counselors, and Student Services Personnel Should Know about Going to School in the U.S. Affiliated Pacific Region Colleges.	8	8	5
39.	School Readiness: Children and Their Families.	N/A	32	5
40.	Classroom Teaching Strategies and Lesson Planning.	15	12	4
41.	Department of Education Extended Day (DEED) After-School Enrichment Program.	12	10	5
42.	Teachers as Researchers: Practitioner Research in Pohnpei.	11	9	4
43.	OTIA Technical Assistance Projects in the Pacific.	20	14	4
44.*	Scholars in the Schools: A Program for Humanities Education.	15	10	4
45.	ASEA: United We Stand.	12	10	5
46.	Teaching Early Childhood Students About Communicable Diseases (HIV/AIDS).	N/A	28	5
47.	Cultural Traditions and Progress: Teaching for Active Citizenship in the Pacific.	8	7	5
49.	Talents Unlimited, A Creative and Critical Thinking Skills Process Model (Grades K-8).	10	8	5
50.	Using MultiMedia in the Classroom.	4	4	4

*Workshop repeated in another session.

N/A - Data not available.

SESSION 3

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
51.	Manipulatives, Models, and Activities to Teach Mathematics in Grades 5-8.	N/A	11	4
52.	Networking: Mathematics Network Planning Session.	11	8	4
53.	Trouble in Paradise: CNMI Students Are Taking Actions Against Environmental Problems.	10	8	5
54.	AIDS Education in Pacific Schools and Communities.	N/A	17	5
55.	Whole Language and Critical Thinking: A Must for Content Area Understanding at All Levels (K-12).	N/A	10	4
57.	Story Telling: An Ancient Art with Modern Curriculum Connections.	18	16	5
58.	Language and Pacific Cultural Literacy: Sharing and Developing Language Materials.	N/A	8	5
59.	Our Pacific in the Classroom: Conversations with Educators Piloting Pacific Cultural Literacy Curriculum.	13	9	4
60.	Help! What Can I Do to Teach the Slow Learner?	31	30	4
61.	Learning through the Fine Arts.	6	5	5
62.	Marketing Yourself for Higher Education.	N/A	8	4

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
65.	Play Power.	22	20	5
66.	Making Schools Real: From Wishful Thinking to Reality.	18	18	5
67. (formerly #131)	Art as Therapy: A Cross Cultural Tool.	N/A	9	5
68.	Do You Really Say What You Mean?	18	14	4
69.	Itinerant Services in the CNMI.	2	N/A	N/A
70.	Integrating Different Subject Areas through TLC and Computer Aided Instruction Approach.	7	5	5
71.	Spreading the News: Educators' Newsletters.	9	6	5
72.	Building a Volunteer Teacher Substitute Cadre.	N/A	9	5
73.	Student Dropout Prevention.	15	11	5
74.	How to Raise Your Self-Esteem by Integrating the Younger Self and by Living Responsibly.	15	14	5
75.	Thematic Approach.	N/A	3	4

*Workshop repeated in another session.

N/A - Data not available.

Many participants found time before, between or during sessions to visit the Exhibits Area where representatives from several publishers and educational suppliers had many of their products on display and answered various questions. Among those represented were CBT Educational Supplies, Gumdrop Books, HBJ International, Houghton Mifflin International, Micropac Systems, Macmillan/McGraw Hill, National Textbook Company, Pacific Products, Smith Systems, Sight and Sound, Smile Samoa & Litani's, The Wright Group. In particular, Al Ota of Steck-Vaughn did the best he could under the worst of circumstances. None of the 16 boxes of his display materials arrived in Pago Pago in time for the conference. PREL also had a literature table.

The evening of the first day of the conference, Governor and Mrs. Peter T. Coleman of American Samoa graciously hosted a cocktail reception with entertainment poolside at the Rainmaker Hotel.

SESSION 4

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
77.*	Discovering the Hands-On Elementary Science Program.	13	11	5
78.	Let Your Elementary Science and Social Studies Students Have Fun and Learn as They Blow Up Your Classroom.	N/A	20	4
79.	How to Use Games to Teach AIDS Awareness to Students with Limited English Proficiency.	23	19	5
80.	Palau Drug and Alcohol Abuse Prevention Education Curriculum.	24	19	5
81.*	Reading Comprehension Activities to Increase Learning in the Content Classroom.	30	20	5
82.	Where in the World Is Micronesia? A Whole Language Approach to Content Instruction.	30	24	5
83.	Writing Workshop.	15	15	5
84.	Keep Language Whole!	20	20	4
85.	Fagono.	14	12	5
86.	Creative Drama Designed for Island Children.	17	17	5
87.	Creative Miniature Garden: A Learning and Earning Skill Designed for Basic Agriculture Students.	11	8	5
88.*	Helping Students Achieve Their Potential.	28	19	5

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
89.*	Planning Brain Compatible Instruction.	12	10	5
90.*	My World: A Functional Foundation of Today's Education for Tomorrow's Pacific Child.	7	7	5
91.	Cross-Cultural Contacts in the Public Schools.	10	10	5
92.*	Total Leadership: Strategies for Transforming Teaching, Curriculum, and Assessment.	N/A	34	5
93.	Awareness for Educators and Community: Introducing PRESS Module 1 of the Pacific School Improvement Process.	13	11	5
94.*	Ten Contemporary Research Studies That Change the Way We Think.	29	29	4
95.	Networking: Environmental and Marine Science Education: Results of a Needs Assessment for Environmental and Marine Science Education in American Samoa and Micronesia--Development of a Five-Year Action Plan.	11	8	5
96.	Networking: Parent Involvement.	18	16	5
97.	Networking: Early Childhood.	N/A	25	5
98.	Networking: Special Education.	N/A	28	4
99.	Meeting: Pacific LEADership Development Council and TTTAP Directors.	16	N/A	N/A

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
101.	Techniques for Helping Students with Reading Problems in the Regular Classroom.	31	28	5

*Workshop repeated in another session.

N/A - Data not available.

Luncheon keynote speakers were Dr. Clint Bunke, Educational Consultant and Reform Specialist and Dr. Catherine Jamentz-Tago of the California Assessment Collaborative.

SESSION 5

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
102.	Today's Mathematics for Tomorrow's Problem Solvers.	40	31	5
103.*	A Videodisc Approach to Effective Instruction in Mathematics.	5	5	5
104.*	Mathematics Case Discussions: Teachers Learning from Teachers.	8	6	5
105.	Informal Science Study: The Science of Having Fun.	15	14	5
106.	Sci-Math.	16	15	5
108.	Environmental and Marine Science Education Networking: Island Swap--Sharing Teaching Aids and Ideas.	6	6	4
109.	The Jolly Mon: Story Telling, Literature, and Music--A Traditional Mix.	N/A	15	5
110.	Teaching ESL and Writing through Student Self-Publishing.	N/A	5	4
111.	Oral Language Development in Multicultural Classrooms: The Teacher's Role.	20	12	4
112.	Journals: A Tool for Luring the Child to Writing and More.	12	12	4
113.*	On the Way to SUCCESS in Reading and Writing.	N/A	12	5
114.*	Using Big Books to Include Students with Limited Skills in the Regular Classroom.	26	19	5

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
115.	Tomorrow's Children: Developing a Common Core of Learning While Celebrating Pacific Cultures.	15	11	5
116.	Creating Arts from TRASH.	13	11	5
117.	Crossing the Cultural Sea: A Counseling Orientation for Pacific Island Students Who Are Going to the Mainland.	13	13	4
118.*	Traveling Preschools: Mobile Early Education Programs for Young Children and Their Parents.	34	34	5
119.	Teaching Language Experience Approach (LEA) in Social Studies for Primary Grades.	7	5	3
120.	Understanding the Importance of the PREL Professional on Loan Program.	12	N/A	N/A
122.*	Scholars in the Schools: A Program for Humanities Education.	7	6	4
123.	Healthy Children Ready to Learn.	18	11	4
125.	Total Body Response.	11	10	5

*Workshop repeated in another session.

N/A - Data not available.

The cultural highlight of the conference occurred directly after Session 5 when buses arrived to transport participants from the conference sight to Pavaiai Village to observe and partake in the traditional ava ceremony complete with food, singing, dancing, and gift giving. The event was sponsored by Pavaiai Village and Pacific Development Corporation.

An evening cocktail reception and entertainment at the Rainmaker Hotel was hosted by the Department of Education and the Tourism Office.

SESSION 6

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
126.*	Discovering the Hands-On Elementary Science Program.	N/A	N/A	N/A
127.	Curriculum Infusion: Prevention Activities for the Classroom Teacher.	9	9	5
128.	HIV/AIDS Education for Elementary Teachers and Parents.	N/A	21	5
129.	Backyard Science.	14	14	5
130.*	Reading Comprehension Activities to Increase Learning in the Content Classroom.	6	3	5
132.	Whole Language and the Pacific Island Child.	N/A	17	5
133.	Planning Interventions for Language Minority Children.	9	9	5
134.	Using Students' Native Language and Experience to Develop Cognitive Academic Language Proficiency.	40	30	5
135.	Creative Writing: The Short Story.	10	10	5
136.	ESL: Interaction and Innovation for the Second Language Learning Classroom.	10	6	5
137.	Conducting a Science Fair: A World of Discovery, Research, and Inventions.	N/A	N/A	N/A
138.	CNMI Drug-Free Schools Networking System: Schools, Home, and Community.	11	11	5

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
139.*	My World: A Functional Foundation of Today's Education for Tomorrow's Pacific Child.	15	11	5
140.*	Helping Students Achieve Their Potential.	20	18	5
141.	How to Develop a College and Career Seminar.	1	N/A	N/A
142.*	Ten Contemporary Research Studies That Change the Way We Think.	15	9	5
143.*	Total Leadership: Strategies for Transforming Teaching, Curriculum, and Assessment.	13	12	5
144.*	Planning Brain Compatible Instruction.	12	8	5
145.	Interpersonal Communication = Success by Creating Relationships That Work.	20	14	5
146.	Developing and Evaluating Culturally-Sensitive Instructional Delivery and Curriculum.	16	16	5
147.	Americans with Disabilities Act of 1990: Making Schools Accessible for Disabled Students.	22	17	5
148.	What's in an A? Transforming Grading to Build on Authentic Assessments of Student Growth and Learning.	16	14	5
149.	The Vital Role of School Leaders in Understanding the Change Process.	14	12	5

Workshop #	Title	Attendance	Evaluations	Average Rating Overall
150.	Teaching Creative Movement.	N/A	N/A	N/A

*Workshop repeated in another session.

N/A - Data not available

The most highly attended workshop in the last session was Using Students' Native Language and Experience to Develop Cognitive Academic Language Proficiency.

Closing ceremonies were conducted in the afternoon at which the Tafuna High School choir graced the audience with their outstanding musicality. The audience seemed particularly impressed with their "human pitch pipe" - a female Tafuna High School student with remarkable vocal ability.

Workshop Comments

Comments were overwhelmingly positive for most of the workshops. The comments used most frequently were "good," "excellent," "great job," "wonderful," and "enjoyable." Some even expressed their experience as "fantastic!" In addition, participants used descriptive words such as useful, helpful, and interesting to describe the workshops. Some expressed the utility of the workshop in more specific terms, such as "improved skills," "new strategies," or "learned something new." Others mentioned the good ideas or activities in the workshops.

Most complimentary to the individual presenters were the 20% of respondents who expressed a desire for the presenter to come back for next year's conference or to come to their home entity to repeat the workshop. Another group of participants made a point of how "well prepared" or "well organized" the workshop presenter was. Others wanted the program, methods, or activities to be adopted in their local schools.

Selected quotes across all workshops included:

Thanks for your wonderful presentation. It was nice and clear. I really appreciate what you taught in the workshop.

This workshop was interesting and well organized--the way the materials were prepared and the way the presenters taught. We learned a lot.

The workshop is excellent. It was good for me to learn about other schools. It will help me teach my children.

Totally well planned, well prepared, excellent presentation style, respect for ideas of all participants.

Terrific--not only dynamically presented, but sound important concepts, well organized and thought out.

Excellent workshop for teachers, parents, counselors, and just anybody.

Good organization and positive reinforcement of group cooperative methods.

Interesting. I enjoyed listening and watching every movement of the presenter.

Trying the process ourselves was most useful.

Dynamic, humorous, effective! Involved males and females of various backgrounds from the audience.

Class participation was excellent.

Good variability of reinforcing activities, applicable to the average teacher.

Hands on and sharing of ideas was very entertaining as well as interesting.

Movement and activities were great. Enthusiasm was nice and a nice change from the previous workshops.

Need more workshops like this in the future. Thank you very much.

Many of the comments above mention the activities, the sharing of ideas, and the active involvement of the participants as some of the leading ingredients of the most popular workshops.

There were some suggestions for improvements in the workshops as well. The most frequent dissatisfaction was with the time element. Twenty-four percent (24%) said there was not adequate time for the workshop topic or activities. Some of the time constraints were due to the time overruns of the general sessions--particularly workshops in Session 1. Others were due to presenters trying to "pack too much information into too short of a time." One person suggested that workshop information could be broken down into smaller segments.

Participants also want more interaction, group discussion, and activities rather than a lecture format. They particularly asked for workshop handouts, resource information, and materials to help them implement the workshop ideas and skills after they return home.

Several participants wished that the presenter had been better prepared, better organized, or more enthusiastic. A couple were concerned about the cultural relevance of certain presentations.

Selected suggestions for workshop improvements included:

It should be a 5 ...(excellent)... but because of the limited time for interaction, I rated it 4.

Need some movement or activity.

Create more group activities--not just discussion and lecture.

Wish there were more time for more information.

Time allotted could not cover the full contents of the material.

Some perspectives and attitudes projected by the presenter were not culturally sensitive. Some participants were shushed.

Should have gotten participants more involved.

I am not sure of the objectives and that sufficient time was allowed for transfer to

application in the classroom.

Unfortunately, the time was too short to get into the details.

Leave the western "structure" out--just include the information without imposing a structure.

I think the ideas were useful, however, the presenter needs to be energized.

I think it would be worthwhile if there were some vehicle to disseminate this information to a broader audience.

Let us actually get involved in an activity to create a plan to be implemented.

I would like it if you could provide more handouts, and addresses of people to contact for more information on this subject.

Not enough time!

Conference Evaluation

Conference Ratings

Conference organization, general sessions, and workshop sessions as a whole were rated from "excellent to poor" on a 7-point ordinal scale.

Table 5
Conference Ratings
(in percents)

Aspect	7 Excellent	6	5	4	3	2	1 Poor
Organization	43	32	16	6	2	0	neg
General Sessions	41	31	19	6	2	0	neg
Workshop Sessions	42	34	19	3	neg	0	neg
Overall	47	33	15	2	1	0	0

n = 266 Missing Data 2%
neg = negligible (at least one but less than 1%)

Because only 266 of some 800 conference participants responded, these results are those of a small sample of the participants. Without additional information, representativeness of the sample cannot be determined. Therefore, these results may not necessarily represent the opinions of all conference participants. But certainly among those who responded, ratings of the conference were very positive.

For the 1992 conference, the scale of the overall conference rating form was expanded. Instead of the 5-point ordinal scale used in past years, it was expanded to a 7-point ordinal scale. This was done to test whether the expanded scale would provide greater differentiation among responses. That is, spread them out more rather than having them clustered in the top two categories of good to excellent.

Table 6
Good to Excellent Categories Comparison
1991 - 1992
(in percents)

Aspect	1991	1992	Change
Organization	89	91	+2
General Sessions	89	91	+2
Workshop Sessions	91	95	+4
Overall	91	95	+4

n = 284 (1991)
n = 266 (1992)

The expanded scale did spread out the responses somewhat but not much additional information was gained. From the 1991 conference results, 89% rated conference organization from good to excellent (4 and 5). In 1992, 91% rated conference organization as good to excellent (5, 6, and 7). Individual responses were spread out over three categories rather than two, but they still clustered in the same way. The organization, general sessions, workshop sessions, and overall ratings were all about the same across both years. No significant differences were observed.

Demographics of Respondents and Their Ratings

With few exceptions, entity delegations rated the conference at 6 (on the 7-point ordinal scale) across all the categories.

Table 7
Conference Evaluation Ratings by Entity

Entity	Percent of Sample	Organi-zation	General Sessions	Workshop Sessions	Conference Overall
America Samoa	32	6	6	6	6
CNMI	8	7	7	6	7
FSM	16	6	6	6	6
Chuuk	5	6	6	6	6
Kosrae	neg	7	7	7	7
Pohnpei	7	6	6	6	6
Yap	2	6	6	6	6
Guam	10	6	6	6	6
Hawaii	3	6	5	6	6
Marshalls	3	5	6	6	6
Palau	15	6	6	6	6
Mainland	6	6	6	6	6
Unknown	8	6	6	6	6

n = 266
neg = negligible (at least one but less than 1%)
Note: When the conference evaluations were distributed, many participants from the delegations were already en route home.

Hawaii gave the lowest rating (5) to the general sessions while the Marshalls gave their lowest score (5) to the conference organization. Kosrae and CNMI were the only entities with average ratings of 7.

Some minor differences also appeared when teaching level of the respondents was examined.

Table 8
Conference Ratings by Teaching Level

Teaching Level	Percent of Sample	Organi-zation	General Sessions	Workshop Sessions	Conference Overall
Preschool	5	7	6	6	6
Elementary	48	6	6	6	6
Secondary	18	6	6	6	6
Higher Education	4	6	5	5	6
Unknown or Other	26	6	6	6	6

n = 266

Conference Improvements

Participants were asked to respond to the question "What improvements could be made for next year?" The suggested improvements generally clustered into three broad categories: the conference agenda, communications, and accommodations.

Conference Agenda. The most frequent suggestion for conference improvement related to timing and scheduling. Twenty-eight percent (28%) wanted a combination of fewer concurrent workshops per session, reduction in either the duration and/or the number of general sessions, or an increased number of days for conference activities. Also, it was suggested that workshops with similar topics or target populations be spread out better across sessions.

Some of the suggestions for workshop improvements were reiterated in the overall conference suggestions. Namely, more handouts, activities rather than lectures, longer workshops, more workshops repeated during the sessions, and better preparation on the part of a few of the presenters. A few requested shorter workshops.

It was also suggested that topics of individual workshops should be more clearly identified and the abstracts reflect workshop content more accurately. Several thought that all workshops should be pre-screened and the overall number of workshops limited. According to the questionnaire filled out by presenters, 40% of the 105 workshops that we know about were pre-screened.

Communications. Several good and creative suggestions were made to improve the communication system both before and during the conference. Several participants suggested that a bulletin/message board be centrally located at the conference site and the eating places. The board would contain the latest information on workshop cancellations, room and schedule changes, exhibit information, and participant-participant message posting. (There was a board with some of this information in the lobby of the Rainmaker Hotel but apparently it was under-utilized and not readily available to all participants.)

Some pre-conference communication suggestions included reconfirmation of presenters to avoid so many cancellations, and an information packet to presenters (particularly for those who have no previous Pacific experience) with briefings about local customs and conditions.

Accommodations. A number of participants expressed frustration with transportation, particularly flight logistics, and housing (many rooms were very crowded). Some participants who paid the same registration fee as others said they did not receive the full complement of luncheon and reception tickets.

There were very few suggestions for the conference facilities improvements. Participants were generally pleased but some were not accustomed to the heat--particularly midday. A couple suggested more fans, snacks nearer to the classrooms, and more readily available water. (On the second day, a bottled water company set up a display near the exhibit area, providing water free from their coolers or small take-away bottles of water at minimal cost. A great idea!)

Conference Impact

Participants were asked how they think they will use the new knowledge and skills they have learned from the conference. Overwhelmingly, the most frequent response (36%) was **sharing** of ideas, materials, and techniques with other teachers, colleagues, staff, administrators, and local leaders. In addition, they intend to use the ideas and new strategies and skills **in their own classrooms** (30%).

Others suggested broader uses for planning, teacher training, and staff development. Several (10%) said they would be conducting inservices, workshops, and presentations when they return home.

What participiants found most useful were information, skills, methods, and materials. They felt that more teachers should have the opportunity to participate and learn.

Comments related to potential impact:

> To help others, the participants have to share what they have seen and done.

> I do hope I will be able to put ...(these ideas and activities)...into action. Even if my school can't afford it yet, I'll do it my way, using your suggestions.

General Comments

Because participants were asked in an open-ended question to specify suggestions for conference improvement, very few of the general comments were other than positive ones. In those few exceptions the common themes of timing, accommodations, and scheduling were reiterated.

Most comments voiced the same positive remarks as those of the workshop evaluations, citing good organization and the opportunity to share new ideas and experiences. Some seemed particularly heartfelt and poignant.

For the American Samoan experience:

> The hospitality, kindness, and generosity of the American Samoan people is incredible!!! I've never been so well treated as a visitor.
>
> I was impressed by the generosity, friendship, and hard work put into the successful completion of this conference.
>
> American Samoa DOE did an outstanding job!
>
> The hosting place makes a lot of difference!! An overwhelming and hospitable Pacific-way spirit.

And the reasons why we all make the effort:

> We should work hand-in-hand all the way.
>
> For some teachers with no formal training in teaching, conferences like this one can really upgrade their ability to teach effectively and efficiently. We appreciate your efforts.
>
> ...they inspired me to teach and help make changes in young people.

Commendations and Recommendations

Through the sustained efforts of many people, the annual PREL conference is growing both in size and in the kinds of learning experiences it provides to the participants. Through annual rotation of the conference site, opportunities for local teachers are maximized. Each year new challenges are met and more is learned more about the conference process and about the educational profession.

Commendations

The workshop contents provide for a variety of skills training and enrichment experiences. The topics range from personal self-esteem and leadership skills to specific classroom teaching and assessment methods to issues of curriculum development and school reform.

Conference impact is maximized and regional and local capacities increased when participants leave the conference with new ideas and skills that they can, in turn, pass on to teachers, staff, and students in local communities. Many persons indicated they would conduct presentations, workshops, or inservices in their home schools.

The conference provides a forum in which to learn about education techniques, models, and research from within the region, the mainland United States, and beyond. Knowledge of the successes and failures of others enables teachers and local leaders to make better informed decisions. Also, firsthand knowledge of the challenges facing Pacific teachers and educational leaders helps to better inform those returning to the mainland U.S. and other countries. Without the conference, opportunities for these experiences would be few.

Another function of the conference is to create an opportunity for many and varied service providers throughout the region to come together and get to know each other personally in a spirit of cooperation for the benefit of all Pacific children. At the PREL-sponsored second annual service providers' get-together, a directory of some 24 service providers was distributed to those present. This resource document is growing in both size and utility.

The workshops also provide an opportunity for collaboration across entities (8% of workshops in 1992 had copresenters from different entities and in one workshop Harcourt Brace Jovanovich International sponsored a co-presenter from Chuuk).

Recommendations

According to the many comments of conference participants, the conference was very well organized, well coordinated, and provided a multitude of rewarding learning experiences. However, there were several noteworthy suggestions for conference improvements--a fine tuning of a system that is already working well and achieving its primary functions, those of learning, networking, and cultural exchange.

Related to conference timing and scheduling.

- Fewer workshops should be scheduled in each session with more time between sessions. General sessions should be shorter. Opportunities for more "free time" to network should be examined.

- Scheduling of similar topics during the same session should be avoided. Repeats of the more popular topics should be considered. An index of workshops by topic may be beneficial.

- Consideration may need to be given to limiting the number of workshops, and the number of workshop presentations per presenter to ease the schedule and provide equitable opportunities to present. DOEs and other agencies sponsoring workshops may want to pre-screen all potential workshops. This is being done in some entities. Cooperative presentations across entities should be encouraged.

Related to communication.

- Bulletin and message boards should be centrally located.

- A literature table with workshop handouts and resource guides should be located in the exhibit area. An employment and professional development opportunities table may also be considered.

- An information packet should be provided to first-time presenters and participants (or anyone else who may request it) to inform them of local conditions, culture, and customs. Presenters should also be encouraged to move away from a lecture format and incorporate more group process and hands-on activities into their presentations.

Related to accommodations.

- Meeting and adjusting to accommodation needs is a shared responsibility between the host entity and the participants. This process may be facilitated by early information on the nature and extent of available accommodations (in pre-conference materials) which may include a list of options. For example, hotel (minimum 2-4 per room), dormitory style, host family settings, camping facilities, and so forth. Participants should have realistic expectations and remain flexible.

- The host entity should provide equity in transportation, housing, and conference luncheon and reception activities to the extent possible. A tiered registration fee could be considered (for example, several prices with and without meals). Limits on number of participants may need to be considered. However, local participation in the workshops may not need to be limited but, in fact, encouraged.

Additional ideas for future consideration.

- Expanding the number of days for the conference may provide special opportunities for more extensive training components, such as the National Diffusion Network and others as determined by local needs.

- One participant suggested that students in, or recently graduated from, island schools be asked to present their perspectives.

- Another participant wanted parents to be invited to attend. Certain workshops of particular interest and/or use to parents could be targeted.

All things considered, the PREL Pacific Educational Conference is an important and worthwhile achievement of which we can all be proud. In summary, perhaps the true reward of the conference experience was best expressed by the following comment:

"This conference always makes me proud of being a teacher."

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